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ABSTRACT

A consortium of seven urban districts in New Jersey was formed to provide a basis for cooperation between local districts, the regional Educational Improvement Centers, and the Urban Education Observatory in developing school improvement strategies. The consortium is organized into various levels of people (assistant superintendents, vice principals, teachers) in each of the districts who act and interrelate to insure that the participating districts have the opportunity to share common problems and issues and to develop strategies or resources responsive to their needs. A flow chart delineates responsibilities and interrelationships of Council members, liaison and pilot staff, directors and assistant directors. Public relations contacts, for which the director is responsible, are maintained through monthly reports and articles in the Department of Education's newspaper. Press releases to local papers are given only after they have been approved by Council members. Communication is maintained through progress reports, minutes of meetings, and newsletters. The culmination of this is the identification and possible installation of a model for the integration of categorically funded programs (such as compensatory education programs) with the regular Board of Education's programs of instruction. (Author/KR)

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# GUIDELINES FOR THE FORMATION AND MAINTENANCE OF A CONSORTIUM

A Resource Manual for Administrators

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Written by

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JUNE 1978

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# PREFACE

The Central New Jersey Urban Schools Improvement Council has operated under a Compensatory Education Research and Development grant since April, 1977. The Council originated in order to share on a variety of levels those concerns specific to urban educators.

This series of manuals is intended to provide other school districts the information, procedures and outcomes which would enable them singly or collectively to more easily pursue: The Implementation of a Formal Program Improvement Process (Manual I), the Formation of a Consortium (Manual II), and the Integration of Categorically-Funded Programs (Manual III).

ACKNOWLEDGMENTS

This Guide is dedicated to those groups who have been especially instrumental in the success of the Central New Jersey Urban Schools Improvement Council.

The Council members - Kenneth Benus, Stephen Farkas, Edith Krahe, Herbert Korey, Pasquale Maffei, William Moore, and Edgar Sherman - and their respective Boards of Education have wholeheartedly participated and supported the varied activities of this Consortium from its inception.

The Basic Skills Project Liaisons - Frank Gardella, Archie Greenwood, Gerald Higinbotham, Carroll Leefeldt, Barbara Marx, Patricia Rahn, and Nate Segal - who have worked deligently to maintain contact and continuity within a seven-district effort - and the initial Pilot Staff members of each district.

Special appreciation is due to Jane Holub and Ruth Johnson of the State Compensatory Education staff for their support and encouragement; Robert W. Ward of the Educational Improvement Center for his vision and guidance; Raymond Milam of U.S.D.A. for his interest and advice; and Dorothy H. Baker of C.N.J.U.S.I.C. for her dedicated administrative assistance.

And to the staff of the Educational Improvement Center of Central New Jersey and, in particular, to Dr. Arthur Spangenberg, for professional assistance and support; as well as the School Program Coordinators of the Counties of Mercer, Middlesex, Monmouth, and Ocean.

- Eileen J. Smith

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# INTRODUCTION

It is difficult to pinpoint the motivating factors behind the origin of the Urban Consortium: One man's dream of the good that comes from common efforts to solve common problems; the desires of others to share the needs, problems, and solutions of their individual school districts; or an idea whose time had come. Encouraged by R. W. Ward who conceptualized the idea and proceeded through the Educational Improvement Center-Central to facilitate its development, the urban districts of Asbury Park, Lakewood, Long Branch, Neptune, New Brunswick, Perth Amboy, and Trenton, early in 1977 came together to form the Urban Consortium.

The name Central New Jersey Urban Schools Improvement Council came about as a result of applying for a State Compensatory Education Research and Development grant. Basic Skills development, a priority common to all districts of the Urban Consortium became the focusing agent and the thread of continuity that links the districts together. From April, 1977, the Consortium operated on a grant furnished by State Compensatory Education Research and Development funds. After more than a year of operation, the member districts determined that the experience of forming and maintaining a consortium had been so beneficial to them through their representative that they committed regular Compensatory Education funds to support the continued activities of the Consortium.

The intent of this manual is to document the activities both formative and maintenance that have contributed to the development of this Consortium so that other districts or groups who chose to do so could use these guidelines and procedures to facilitate the development of a consortium.

# SECTION I

# OVERVIEW OF CONSORTIUM

# HISTORY

In 1976, William A. Cozzens, Research Analyst for the Urban Education Observatory, proposed that regional Urban School Improvement Groups be formed to provide a basis for cooperation between local urban districts, the regional EIC's, and the Urban Education Observatory in developing school improvement strategies.

This proposal took form in the Central New Jersey area under the direction of Robert W. Ward, Assistant Executive Director of EIC-Central. During the past year (1976-77) a consortium of seven urban districts (Asbury Park, Lakewood, Long Branch, Neptune, New Brunswick, Perth Amboy, and Trenton) have jointly formed the Central New Jersey Urban Schools Improvement Council.

As a result of a series of planning sessions by representatives from the seven participating urban districts, three members of that group were chosen as a writing team to draft the Compensatory Education R&D proposal. Their efforts indicated the need for a formal planning period to organize for project implementation and to insure each participating district an opportunity to address the questions and participate in the decisions necessary for the operation of the project.

The drafted goals for the life of the project are:

1. Participating teaching staff (T&E definition) will be able to implement a formal program improvement process in the areas of reading and mathematic skills, (i.e., be able to build "a better mousetrap" for an individual child, a group of children, a particular program, etc.).

2. Students in each district will show significant gains in reading and/or mathematic skills; OR students in each district will be able to use basic reading and mathematics skills effectively.

3. The Central Jersey Urban Consortium will have alternative models for legally integrating basic skills targeted resources to most effectively meet student needs and efficient cost considerations.

## RATIONALE

The purpose of the Central New Jersey Urban Schools Improvement Council is to provide a basis for cooperation and sharing among local urban districts, the Educational Improvement Center-Central, and the Urban Research and Development Institute in developing school improvement strategies. The Consortium evolved in part as a response to an occasional paper of the former Urban Observatory. A statement from that paper serves to clarify the rationale for the development of the Consortium:

"No organizational mechanism existed for staff members in different urban school districts to meet together and develop school improvement strategies tailored to the specific, yet frequently common needs in their districts. Many of the urban districts are too small to justify having staff members who can focus their energies on analyzing Educational Assessment Program (EAP) results or other indicators of need. These districts seldom have the time or manpower to develop extensive school improvement plans.

"A parallel problem exists at the regional level. The Educational Improvement Centers do not have the data base or the manpower to provide in-depth analysis of individual school district needs. Also, the EIC's must share their time and energy among all districts in their regions, so cannot focus exclusively on the urban districts. Finally, the Urban Education Observatory which developed some of the data base and analytic capacity for carrying out this sort of analysis, lacks the regional base, the local contacts and the legitimacy for such involvement in school improvement." - Regional Urban School Improvement Groups - A Proposal.

# SECTION II

# ORGANIZATIONAL PLAN

## PERSONNEL

The Consortium is comprised of various levels of people in each of the districts. The goal of school improvement which both experience and research show us involves the analysis of programs, in-service, and/or instructional materials indicates that the logical district representative or Council Member was that person most responsible for curriculum and instruction in the system. In most cases this Council Member is the Assistant Superintendent. The Council meets monthly with a prearranged and published agenda.

A Liaison role is filled by supervisory persons, i.e., Math or Reading Supervisors, Vice Principals, or Comp. Ed. Coordinators. These Liaisons maintain contact with and provide on-site management to the basic skills project. This basic skills project, a Program Improvement Process for analyzing and improving instruction in the Basic Skills, initially involved ten teachers who formed each district's Pilot Staff.

Roles:

Council Member - The Council acts as a steering committee which directs the operation of the Consortium, its Basic Skills Project, research efforts, and related activities. As a group, the Council approves products consistent with its goals; provides input and direction to the Director. In the district, the Council Member keeps the appropriate decision makers informed of the on-going activities of the Consortium and accesses specialized personnel to the in-service activities and forums for the exchange of information and ideas conducted by the Consortium. Council members indicate future directions that the Consortium should pursue and give final approval to the plan of action for the year.

As well as district representatives to the Council, the Consortium pursues its original purpose of facilitating coordination among local districts, the Educational Improvement Centers, and the Urban Research and Development Institute in their efforts at school improvement by having representation without voice on issues on which it is necessary to take a vote, of the Educational Improvement Center-Central and the Urban Research and Development Institute.

Liaisons - provide that invaluable link between the Director and the local district. These persons establish and maintain a much needed reality base for the Consortium's projects. It is the Liaison who supplies management, communication and coordination at the local level. All communications to Pilot Staff are channeled through the Liaison who also gets multiple copies of a monthly news update, NOTICE, giving a brief description of the activities of the other Consortium districts. Technical assistance is arranged by the Project Director through the Liaison. Times and arrangements for monitoring by the

Project Director are also coordinated by the Liaison, who also oversees the tracking of students in the basic skills project to supply data for the measurement of student gains.

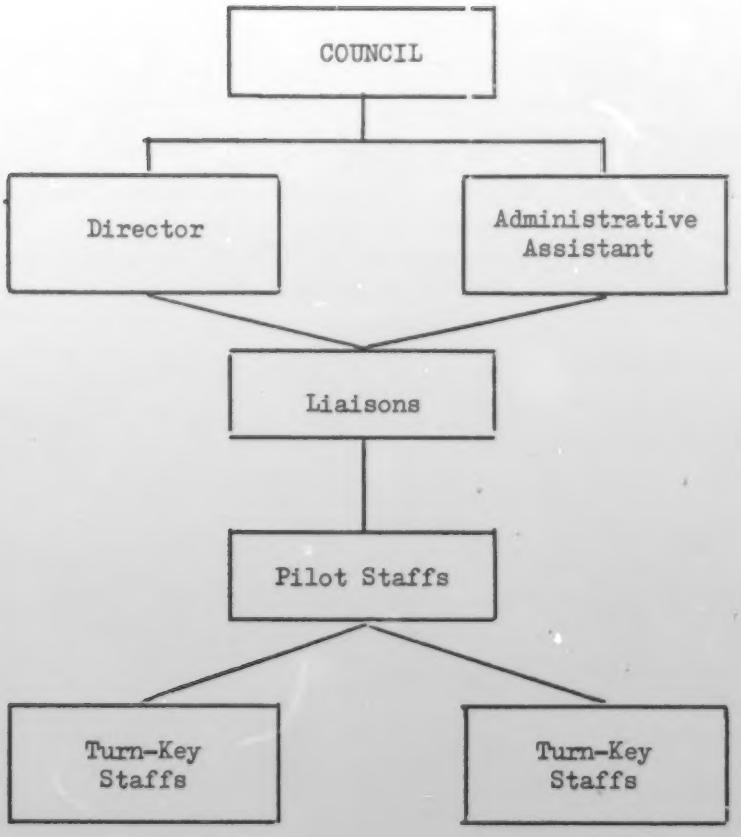
Pilot Staff - was identified in a way unique to each district. In some cases an open posting of the three-day Summer training with a stipend was the method while in others, staff were identified by the Liaison and given an opportunity to participate or to volunteer. The composition of the Pilot Staff again is varied from district to district: Representation K-12; a total department of a high school; supervisory staff; or a concentrated area such as middle school reading and math teachers. While the Pilot Staff were stipended for participating in the initial training sessions, individually and collectively they contributed personal time and involvement to implementing the program improvement process during the course of the school year. In essence then, their role involved participation in the training and subsequent implementation of the program improvement process.

Turn-Key - within the second year of operation, plans to spread the program improvement process call for involving the original Pilot Staff or at least a small group of them in turn-keying the training to another, larger group of teachers. These turn-key trainers participated in evaluating the original training and refining it to better meet district needs. Then in conjunction with the Director they presented various sessions of the total training process. A goal of the Consortium is to have a cadre of instructional staff in each district experienced in every level of the program improvement process so that these in-district experts will provide resources when the district proceeds with the program improvement step of T&E.

Director - provides the cohesiveness crucial to a seven-district consortium with a rather wide geographical spread. Similar to the Liaison's role in the district, the Director coordinates Council meetings and activities, directs the teacher training in Program Improvement in the Basic Skills, maintains constant communication with all levels involved in the Consortium and actively pursues the research component of the Consortium.

Administrative Assistant - maintains the communication link for the Consortium, provides all secretarial services, manages purchasing and bookkeeping, represents the Council at meetings which the Project Director is unable to attend because of conflicting schedules, takes comprehensive notes at Council meetings and submits minutes of these meetings to Council Members, and acts as liaison with the Business Manager of the LEA which administers the budget of the Consortium.

CENTRAL N. J. URBAN SCHOOLS IMPROVEMENT COUNCIL



## ACTIVITIES & STRATEGIES

Since its inception, the Consortium has provided a forum for discussion of issues that effect the administration of urban school districts. In order to insure the relevancy of such discussions, a needs assessment was conducted. Each Council Member in a personal interview contributed to the following list:

Needs Assessment for New Jersey Urban Schools Improvement Council - Meetings for the Future

1. Practical issues needing attention:

   Year-long due dates for reports, such as T&E, Preliminary Budgets.

2. Status of T&E planning, training:

   Copies of T&E report collected and shared.

3. Long-range planning issues deserving attention.

4. Mechanism for expansion of sphere of influence:

   Are there format/media information procedures.
   Could UPDATE go to the broader range of staff?
   People to include in meetings.
   What about meetings of specialized persons?
   Specific agenda items might dictate group to be invited; i.e., Conflict Resolution in Urban Buildings, or Program-Oriented Budgeting Workshop for Principals.

5. Types of information for:

   | | | |
   |---|---|---|
   | Exchange forms | - which ones | - |
   | Procedures | - which ones | - |
   | Methods | - which ones | - |
   | Successful Programs | - which ones | - |

After the list was compiled, the items were rank ordered in terms of priority issues. This then formed the nucleus of agenda items for Council meetings. However, the demands of certain State-mandated reports or issues which arose without notice at times commanded the attention of the Council. Thus a degree of flexibility is necessary in conducting Council meetings.

## Central N.J. Urban Schools Improvement Council - Future Directions

**Mission Statement**

The mission of the Central New Jersey Urban Schools Improvement Council (C.N.J.U.S.I.C.) is to insure that the participating urban districts have the opportunity to share and delineate common problems and issues and to develop and access strategies or resources responsive to their needs.

Practical Issues

1. Compensatory Education
2. Compensatory Education Proposals
3. Assessment Page
4. New Program Budgeting
5. T&E Reports - Number of Students in Comp. Ed./Special Ed.
6. Preliminary Budget
7. Annual Report - July 1

T&E

1. Share Annual Report - September

Long-Range Planning Issues

1. Teacher training and follow-up
2. Training administrators (Principals) to cope with T&E process styles, management techniques
3. Development of Inservice Programs
4. State & Federal Representatives to review direction that various Federal Funding Programs are taking
5. Methods of evaluation - T&E Process/Comp. Ed., as well as standardization of evaluation
6. Bilingual Education
7. Teacher Morale
8. Services State Department is offering
9. Communications Network
10. More on Comp. Ed.
11. Public Relations Proposal
12. Input from other organizations similar to us
13. Programs for Academically Gifted (identification)
14. Education of the Board of Education as to needs of school district
15. How to develop a P.R. system which explains particular problems - blueprint
16. Affirmative Action plans
17. Career Education as it applies to Urban Districts - Funding

## Mechanism for Expansion of Sphere of Influence

### Internal

1. Pilot Staffs of Basic Skills Project
2. Supervisory Personnel
3. Media/Reading Specialists

### External

1. Will Consortium continue to expand?
2. Plan to include other districts; offer services and resources.
3. Be encouraged to bring a person or persons with members for discussions centering on different issues:
   a. Principals
   b. Board Members
   c. Supervisory persons
4. Data Processing - is EIC planning to move in this direction?

## Types of Information for Exchange

1. Formulate a central resource file keeping a single copy of each form, etc., at C.N.J.U.S.I.C. office.

### Forms

1. T&E Type forms.
2. Things required by State Department - forms generated.
3. Transfer Data, Promotion Data, Employment Data, Non-district In-service Records, Evaluation/Observation.
4. General Recordkeeping/Student Personnel Services.
5. Publications - Newsletters - Board - Superintendent to Staff.
6. Evaluation of Comp. Ed. Teachers.
7. Affirmative Action Records - Forms.
8. Interview Report Forms (candidates for positions).
9. Title 1 News.
10. Information Brochure on District for Kindergarten Parents.

### Procedures

1. How did each district determine level of student proficiency?
2. Interview procedure - Degree of Involvement by Principals/Supervisors.
3. Recruiting Techniques - especially Minority Personnel.
4. Standardized Testing - both Local and National.
5. Employment hiring practices in Affirmative Action.

Methods

1. Evaluation
2. Strategies for selling T&E/Comp. Ed.

Successful Programs

1. In-service
2. Comp. Ed. Ways
3. Bilingual
4. Math
5. Reading - Piloting new program - Very successful pilot of MacMillan
6. Availability of New Grants
7. Personnel
8. E.S.L.
9. Interning for Learning
10. Vocational
11. Science - Piloting new program
12. Career Education

# SECTION III

# IN-SERVICE ASPECTS

## IN-SERVICE ASPECTS

In pursuing its goals, the Consortium has in effect planned and participated in an administrative in-service program. Primarily through sharing each district's area of experience and expertise the Council Members have increased their awareness of a variety of methods of dealing with common problems.

As noted in the previous section, each Council meeting is devoted to a particular issue raised through the initial needs assessment. The Council has been successful in securing the most knowledgeable person to share information with them on topics such as State Compensatory Education, Management Training, a Management Model, the latest research on variables which affect children's reading success, etc. A request for such services no doubt is responded to more quickly and easily because seven districts are asking and will benefit rather than an individual district.

A monthly status report on the implementation of the Program Improvement Process tends to supplement the knowledge each Council Member has of the other districts' efforts to improve instruction in the Basic Skills. One district's trials, experiences and successes tend to bolster and support the activities being undertaken by another.

The School Program Coordinators of the County Superintendent's Office have a standing invitation to attend Council meetings and often offer technical assistance during meetings by clarifying interpretations of regulations or reports. They also cooperated with the Council in issuing its first Position Paper on the Integration of Categorically-Funded Programs.

While the development of this Position Paper and other reports and briefs is the main responsibility of the Consortium Director, this too was an on-going type of in-service for the entire Council. Each Council Member received and reworked a draft edition of the Paper so as to adequately reflect the desires and intent of his or her district. The final draft incorporating each district's and the county office's input was the subject of a Council meeting, as was the discussion of the Council's position with the Commissioner of Education.

The Council continues to look to the future with a high degree of flexibility. It continues to explore models for future operation which would expand its sphere of influence without diffusing its original intent or energy. The topic of continued and creative funding has been under discussion and is continually researched.

# SECTION IV

# PUBLIC RELATIONS

## PUBLIC RELATIONS

The Director is responsible for providing the public relation contacts with and for the Consortium. In order to keep the members of the Department of Education informed and aware of the Consortium's activities, copies of UPDATE, a monthly report, is also sent to: the Commissioner; Deputy Commissioner; Assistant Commissioner for Research, Planning and Evaluation; and the Assistant Commissioner for School Programs. In addition, the Director of State Compensatory Education and the School Program Coordinators of the County Offices also receive copies.

Articles on the Consortium's activities both in the Program Improvement in the Basic Skills and its research efforts in the area of Categorical Aid are submitted regularly and carried by INTERACT, the newspaper of the Department of Education. Future articles are planned to highlight each district's participation in the Basic Skills Project of the Consortium as well as updates on the progress of the research into the categorical aid question.

Greater discretion has to be exercised when dealing with the public press. Realizing that the Consortium is one activity of many in a district and that any one of the many may be deemed more news-worthy by the press, the Director press releases to local papers only after they have been approved by the Council Members whose districts are in the readership of that newspaper. Certain issues, even words, are more sensitive in one district than another, thus a universal press release is rarely the answer.

Documents developed by the Consortium, its Interim Report, Position Papers and Manuals have been requested for inclusion in the ERIC (Educational Resources Information Center) Clearinghouse on Urban Education. Abstracts of these reports will be found in Resources In Education, ERIC's monthly abstract journal which announces recently completed reports of interest to the educational community. Documents indexed in RIE can be purchased in microfiche or hard copy from the ERIC Document Reproduction Service.

The Director also takes advantage of invitational conferences, meetings and seminars to publicly represent the Consortium and reports the proceedings to Council Members who may not have been able to attend.

## SECTION V

## COMMUNICATIONS

## COMMUNICATIONS

Another vital aspect of public relations is the communication network established intra-consortium. A continuous information flow is maintained from the Consortium office to Council Members through UPDATE, a monthly report on activities; the Minutes of the monthly Council Meeting; NOTICE, which informs each district, Council Member, Liaison and Pilot Staffer of the activities and progress of each district and of upcoming in-service activities. District Liaisons contribute to NOTICE through quarterly progress reports submitted to the Consortium Director.

Gradually, more people on a variety of levels within the districts are becoming aware of the Consortium and its potential for providing information, in-service and resources. The Consortium can only continue to do this if a continued and conscious effort is made to maintain its original linkage with the Educational Improvement Center and the Urban Research and Development Institute.

While the Board of Education of each district has on various occasions passed resolutions to participate in the Consortium, the Council Members would like to see a greater effort made to inform the Board of the Consortium's activities. This outline was prepared as an initial response to that request:

I. State Board of Education - Urban Priority

II. Commissioner's Desire

III. Central New Jersey's Response:

- A. Central N.J. Urban Schools Improvement Council Member Districts/Funding Source
- B. Representation: Council Member and District Liaison
- C. Meetings
- D. Basic Skills Project - Goals and Objectives
- E. Other Possible Projects
- F. Resource File
- G. Role-Alike Workshops ... Computer and Management
  Basic Skills
  Boards of Education/T&E

Following are samples of the communications maintained by the Consortium:

CENTRAL NEW JERSEY URBAN SCHOOLS IMPROVEMENT COUNCIL

# UPDATE

OCTOBER 1977

Project Coordinator

Educational Improvement Center
Hightstown, N.J. 08520

Seventy-six participants of the Basic Skills Project met for a full-day overview of program and process alternatives on October 20, 1977. Hospitality was provided by the Lakewood High School; its Principal, Howard Green; and Staff Members. The individual programs within the overview were offered by EIC Consultants with Paulette Bearer of EIC coordinating the entire program.

The Project Coordinators made an initial visit to each district to debrief the summer training experience, return materials developed in simulation at that training and make plans for the future implementation of the program improvement process.

A presentation of the 45-minute video tape of the summer training and future thrusts of the program improvement process was given to the Basic Skills Management Team of Neptune Township on October 11th.

The data collection for the development of Goal III is on schedule and will continue through the end of October. Analysis and writing are scheduled for November.

The Project Coordinator is a representative to the newly-formed Advisory Council of the Urban Research and Development Institute (the former Urban Observatory). This group has met several times to assist in developing a mission statement and objectives for the Institute.

The Council meeting on October 25th will deal specifically with Management Training possibilities. Invited guests for this meeting are: Clara Scarborough, Anita Kneeley, Vincent Acquaviva, and Elaine Davis of the County Offices; Vera Thompson, Assistant Superintendent of Paterson School District; Fred Hill of EIC-Northwest; Eliot Spack; and Dr. Susan Brainerd, Director of the Arts Program.

The next Council meeting will focus on the Development of In-Service Programs.

CENTRAL NEW JERSEY URBAN SCHOOLS IMPROVEMENT COUNCIL

# NOTICE

MAY 1978

Summer Training Session in the Program Improvement Process has been scheduled for a second wave of Pilot Staff from several districts. Orientation meetings with the new Pilot Staffers will be conducted in June. The skills and experiences of some of the original staffers will be utilized for these meetings.

Thanks to your responses to the questionnaire on the effectiveness of the Program Improvement Process, we've made some changes for the better in the training process. Your input throughout this year has contributed to expanding the reality base of the entire process. A step-by-step manual including the three-day training, as well as the report process and the sample plans for improvement, has been compiled and will be available through your Council Representative after July 1st.

Meanwhile, the original Pilot Staffs are carrying on with their solutions to program improvement in each district. Follow-up READ-WRITE sessions will be hosted by Lakewood and include New Brunswick in June and again with new training in August. Other follow-up activities are planned in Lakewood for those who participated in Teams, Games, Tournaments training (Trenton, Long Branch, and Asbury Park). Anyone interested in attending on June 19th from 9:00-3:00 should contact Lakewood's Liaison, Patti Kahn at (201) 364-2400.

The efforts of the Urban Consortium in program improvement in the basic skills will be the topic of two video tapes, part of a series on T&L being produced by LIC-Central.

September's "NOTICE" will bring you up to date on the continued activities of the basic skills project in each district.

HAVE A GOOD SUMMER!

CENTRAL NEW JERSEY URBAN SCHOOLS IMPROVEMENT COUNCIL

Council Meeting of May 2[illegible], 1978

AGENDA

1. Brief Status Report

2. In-Depth Examination of Models For Program Integration (Source: O.E. Manual)

3. Consider Proposal For Continuation

CENTRAL NEW JERSEY URBAN SCHOOLS IMPROVEMENT COUNCIL

Minutes of Council Meeting of May 23, 1978

Meeting convened at 9:45 AM with the following Council Members in attendance: K. Benus, S. Farkas, E. Sherman, E. Smith and R. W. Ward. Representing Long Branch: Barbara Marx.

Status Report:

Regular Comp. Ed. money should be considered to be used for the Consortium. Reiteration of Ms. Jane Holub's statement that, if the Comp. Ed. funds are reduced, verification will be put into writing of the legality and recommendation that local districts set aside monies for the continuance of the Research and Development programs. Reference was made to a remark that the Commissioner will fight to keep the research and development money. It is felt that the districts will be willing to support this and they, therefore, feel there will be matching funds.

Lakewood Board of Education Resolution No. LBE 10-78 was presented to the Council Members present and a copy made a part of the minutes of this meeting. The resolution authorizes the transfer of funds received from the State to the State Compensatory Education Program to be allocated to the Council; only effective if and when the State funds are not available.

It was reported at this time that the Asbury Park Board recognized the value of the Council and what has come out of its program over the past year. The Superintendent and full Board of Asbury Park passed a similar resolution unanimously for financial support in the continuance of the Council with the proviso that four (4) other districts also participate, which was also a verbal stipulation by the Lakewood Board of Education.

It was suggested that the Council consider a project that will be a profile of the districts involved and would indicate to the public the constituency that is delivering the very fine services, using T&E as the basis, in doing diagnostics of where the children are. This could be started with a "positive" article with an introduction such as: "Because of our participation in the Central N.J. Urban Schools Improvement Council (consortium) ..." followed by a comparison of last year's scores vs. this year's scores. Said article might be planned to be in print one or two days prior to the official releasing of the scores. Articles should be reflective of what the districts are doing toward the Program Improvement Process; show positive growth academically as well as in attitude without issuing test scores. Explain that program stresses priority to the Basic Skills. Communication of the goals could be presented to the community.

There was total concurrence that a good orientation meeting with new Pilot Staff members should take place before the end of this school year.

Basic Skills Project Survey Forms were distributed to the Council Members present. It was pointed out that the majority of the districts felt that the result was that the program is slowly taking form. A compilation of results of this survey will be sent to the Members of the Council who could not be present at this meeting.

A report by the Project Director advised the Council that a Trainers' Manual is being formulated and every Council Member will receive a copy when it is completed. This manual will have together in one place everything that has been done in the way of training. June 1st is the target date for printing. ERIC has solicited it as a document for their distribution and, therefore, all future requests after original distribution will be referred to ERIC. ERIC has also requested that we submit our Interim Report and Position Paper for possible publication.

Examination of Models for Program Integration:

Next, distribution was made of a copy of the Consolidated Application/ Comprehensive Planning (Title I) Report section dealing with the five models that have been developed by the Office of Education on the Integration of Programs, based on children served and services provided. Summary was as follows:

Model I: Title I and Comp. Ed. providing same programs.
" II: Title I and Comp. Ed. serving different children at different grade levels.
" III: Title I and State Comp. Ed. providing different services to the same children via different components of the same program.
" IV: Title I and Comp. Ed. serving different groups of children predetermined by other than grade level.
" V: Title I and Comp. Ed. providing same services via different schools.

Next discussion dealt with the suggestion that industry be made aware of the necessity of providing jobs and educating the children with the thought that there will be employment and specialization in jobs for them; perhaps the initiation of apprenticeship programs.

Outside programs for Management Training are available with Lead and Lag money before July 1st; can be contracted for with a 90-day extension for those districts which could not use the service immediately.

A suggestion with regard to the above was that districts consider special "School Board Members' Training."

Topic for Future Council Meeting:

Volunteers of the Disabled Policemen and Firemen of America have contacted the Council with regard to their "Anti-Vandalism Program." After a brief explanation of this program by the Project Director, the Council Members present felt that it would be interesting for all Council Members to learn more about the program. Mr. Huttick of the North Brunswick office of this organization will be contacted by the Project Director to present at a future meeting.

The next Council meeting will be held at EIC/Central on June 13th, starting at 9:30 A.M. The meeting will be devoted entirely to the "Interpretation of the July 1st Report."

This will be a working session and each district is requested to bring their raw materials. School Program Coordinators will be asked to attend. Someone from Trenton who is knowledgeable on the subject will be invited to the meeting, and Council Members are asked to invite to the meeting any others whom they feel should be there. (Please advise the Project Director if more than two representatives will be attending from your district.)

There being no further business, the meeting was adjourned at 12:00 Noon.

Respectfully submitted,

Dorothy H. Baker

# SECTION VI

# RESEARCH

A Goal of the Consortium:

> " ... to explore alternative models for legally integrating Basic Skills Targeted Resources to most effectively meet student needs and efficient cost considerations ... "

indicates the level of involvement in active research. At least thirty percent (30%) of the Director's time is devoted to research and report writing. The culmination of this should be the identification and possible installation of a model or models for the integration of categorically-funded programs with the regular Board of Education program of instruction.

An Interim Report which interprets an initial data collection of the seven districts' specific programs, procedures of administration and policies governing the categorically-funded Title I, Bilingual VII and State Compensatory Education has been compiled and published. A Position Paper on the policy considerations and administration of categorically-funded programs followed this. Through the assistance of N.I.E.'s (National Institute of Education) Office of compensatory education who opened their files to the Consortium, the compensatory programs of other states were researched and presented to the Council. Other pertinent data particularly the five models developed by O.E. were researched and presented to the Council. The Consortium has identified those factors which work against successful implementation of the integration of categorically-funded programs.

Further study is certainly indicated in this area. The third manual of this series will be devoted to the Integration of Categorically-Funded Resources. Pending legislation both on the federal and state level could in fact support the position of the Council on this question. If the legislation movement to grant more freedom to local districts to decide the expenditure of funds in light of district priorities becomes reality, an integration of resources plan seems essential before the fact.